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Classroom experience for social studies students in simulation, role-playing, and sociodrama provides not only an interesting way of learning, but also an appreciation for the complexity and interdependence of social systems in the modern world. Role-playing requires a student to assume an identity other than his own to increase his understanding of another person; sociodrama adds the element of problem solving for the role-players, usually in a simple verbal model; and simulation, the most complex, incorporates both techniques into a game structure. In preparing any of the techniques the teacher first must select the social process to be reproduced and the concepts and objectives to be comprehended and achieved, and secondly he must determine whether the illustrative situation will be hypothetical or a replication of actuality. The situation must be thoroughly researched by the teacher, who is responsible for constructing the model and making his students aware of the purposes and theory related to their experience. For simulation, the game as well as devices to indicate power relationships must be designed. An annotated bibliography is included to provide the teacher with background information on the theory of the techniques, concrete examples and instructions concerning its uses, and materials enabling him to analyze a political process and construct a verbal model. (LP)

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by

Dale M. Garvey

with

An Annotated Bibliography of Simulation, Role-Playing, and Sociodrama in the Social Studies

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Sancha K. Garvey

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Simulation, Role-Playing, and Sociodrama in the Social Studies

by

Dale M. Garvey*

I. INTRODUCTION

It is a truism that the world is becoming increasingly complex, and that each social group is increasingly interdependent upon the actions of other groups for the satisfaction of many of their mutual requirements. It is equally true that the American educational system must bear a major portion of the burden of preparing the young to assume their appropriate role in the society. To accomplish the goal of providing adequate preparation for the young suggests the need for widespread adoption by the educational system of techniques which will enable the student to gain some laboratory experience of life in order to appreciate the complexity and the interdependence of the real world.

It is such techniques that are the concern of this paper. Research and experimentation have demonstrated that simulation and its associated techniques of role-playing and sociodrama afford the young student a valuable laboratory experience, and one that an overwhelming majority of students enjoys. The purpose of this paper is to present a few suggestions for the employment of the techniques and to provide a selected bibliography concerning the theory and the application of role-playing, sociodrama, and simulation.

Social Studies and American Education. The American educational system receives perhaps more than its share of blame for its inadequacy in preparing its students to recognize the interdependency of the social systems of the modern world, as well as its failure to provide adequate preparation for the increasing demands and opportunities of life.[2] American schools have no task more important than that of assisting the young to acquire the social learnings and competencies which will en-

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[1]Cleo Cherryholmes, "Developments in Simulation of International Relations in High School Teaching," *Phi Delta Kappan,* XLVI (January, 1965), 230. See also Dale M. Garvey, "A Preliminary Evaluation of Simulation" (paper read at the 46th Annual Meeting of the National Council for the Social Studies, Cleveland, Ohio, November 26, 1966). (Mimeographed.)

[2]Robert S. Gilchrist and Donald Syngg, "The Case for Change," *New Curriculum Developments,* Glenys G. Unruh, editor (report of the Association for Supervision and Curriculum Development's Commission on Current Curriculum Developments. Washington: Association for Supervision and Curriculum Development, 1965), p. 1.

able them to function as responsible and effective members of the society in which they live.[3]

However, the young cannot be educated primarily for facing only the situations of the immediate social grouping in which they live. Their lives are now and henceforth will be inextricably intertwined with those of the entire nation as well as with those of the world community. The task facing American education requires not only adequate and accurate substantive information about the world, but it also demands the use of learning methods by which the student can be helped to relate himself to others who live differently and who have different values,[4] or to learn to manipulate the social structure in a manner in which it is most likely to fulfill his requirements and simultaneously effect the least disruption to the aspirations of others.

To provide a social laboratory, three techniques may be employed. Each of the techniques is based on role-playing. They range from the comparatively simple to the highly complex. Each requires the student to perform a role which he is not accustomed to playing, and thus requires him to relate himself to the problems and attitudes of other individuals. In the performance of the other-role, the student acquires an awareness of complex interactions which he could receive in no other manner than actual exposure to the situation depicted. At best, actual exposure (even if possible) would be expensive in terms of time and cost, and it could be highly hazardous to the life or the future of the student.

Each technique (role-playing, sociodrama, and simulation) requires the student participant to assume an identity other than his own, similar to the manner in which an actor assumes the identity of another. Each technique possesses its unique advantages in reference to the other two. There is some overlapping of the techniques, as the most simple of the three – role-playing – is also an essential element of sociodrama and of simulation. In effect, the three techniques are related through the use of role-playing as a fundamental action, and sociodrama and simulation are more complicated techniques which employ the fundamental technique, adding additional elements which make them more suitable for the intermediate and secondary grades.

The question is frequently asked, "Are these techniques effective teaching methods?" Obviously, no definitive answer is possible, because the effectiveness of any technique depends upon a multiplicity of factors, including (but not limited to) the ability of the teacher, the abilities and the interests of the students, the physical setting of the classroom, and the attitudes of the school administration, the faculty, the students, and the surrounding community. It is possible to provide a partial answer to such a question, however, by comparing the effectiveness of one of the techniques to other teaching methods.

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[3]Edna Ambrose and Alice Miel, *Children's Social Learning: Implications of Research and Expert Study* (Washington: Association for Supervision and Curriculum Development, 1958), p. 1.

[4]Fannie R. Shaftel and George Shaftel, *Role-Playing for Social Values: Decision-Making in the Social Studies* (Englewood Cliffs, N. J.: Prentice-Hall, 1967), p. 23.

Simulation is the only technique of the three about which empirical evidence is available concerning its effectiveness. Experiments have been conducted concerning the effectiveness of simulation in comparison with the use of case studies and also with the lecture-discussion method.[5] The experiments have attempted to determine, among other things, if simulation enhanced the ability of students to acquire both factual and conceptual knowledge and to retain it for a significantly longer period of time; whether simulation would develop the abilities of students to perform critical thinking; whether simulation would tend to develop in students attitudes which were more realistic in reference to current issues (as contrasted to idealistic attitudes); and whether students found simulation to be more enjoyable than the more conventional teaching methods. With the exception of indications of student interest, the results of past experiments have been inconclusive with reference to the effectiveness of the techniques in comparison with other techniques, probably because the experiments covered rather short time periods. However, each of the experiments has indicated that students find the simulation technique to be more interesting than the more conventional techniques of instruction. In one experiment involving 2,500 students, 93 percent of the junior high school students and 75 percent of the senior high school students rated simulation favorably. The response of teachers was also predominantly favorable.[6]

Heightened student interest alone is sufficient reason to pursue the examination of the possible uses of simulation and the related techniques. The social studies are cursed with the reputation (generally deserved) of being boring and of having no applicability in the student's life. If, in addition to being interesting, simulation should also prove to be more effective as a learning technique, its use could provide great impetus toward achieving solutions needed to help the young to recognize and to relate to the interdependence of the world community.

This paper seeks to provide information concerning how the techniques can be used to help students achieve understanding. It also seeks to describe the similarities and the differences among the three techniques.

Some authorities make no attempt to differentiate between the techniques of role-playing and sociodrama, or between simulation and gaming.[7] It appears desirable, however, to discriminate among the terms. In order to achieve some discrimination, in this paper the terms

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[5]For a brief review of some experiments and their findings, see Cleo Cherryholmes, "Some Current Research on Effectiveness of Educational Simulation: Implications for Alternative Strategies," *American Behavioral Scientist*, X (October, 1966), 4-7. See also Garvey, *op. cit.*

[6]Hall T. Sprague and R. Garry Shirts, "Exploring Classroom Uses of Simulation" (La Jolla, California: Project SIMILE, Western Behavioral Sciences Institute, 1966), pp. 6-7. (Mimeographed.)

[7]For examples of the manner in which others view role-playing, sociodrama, simulation, and gaming, see Richard C. Snyder, "Some Perspectives on the Use of Experimental Techniques in the Study of International Relations," in Harold Guetzkow and others, *Simulation in International Relations: Developments for Research and Teaching* (Englewood Cliffs, N. J.: Prentice-Hall, 1963; Richard E. Dawson, "Simulation in the Social Sciences," *Simulation in Social Science: Readings*, Harold Guetzkow, editor (Englewood Cliffs, N. J.: Prentice-Hall, 1962), p. 9; and Shaftel, *op. cit.*, p. 83.

are treated as individual techniques. They are grouped together and discussed in this paper because of their shared similarities:

1. Each one utilizes a symbolic model.
2. Each one requires the student to define the problem, to determine the available alternative solutions and the possible consequences of those alternatives.
3. Each one enables the student to receive practice in decision-making in a situation devoid of danger if an incorrect judgment is made.[8]

II. DEFINITION OF TERMS

Frequently, the terms role-playing, sociodrama, and simulation are used in a manner which tends to confuse. In this paper there is an effort to distinguish between each of the terms in order to impart greater discrimination to each one. Other related terms are also defined in the interest of clarity.

Role-playing is the simplest form of activity represented by the three terms. Role-playing is the practice or experience of "being someone else." It is employed to enable a person to attempt to understand the situation of another person, or it may be a fictitious role in which the player is seeking to acquire an understanding of relationships or of actions.

Sociodrama is the employment of role-playing as a means of enabling the role-players to seek a solution to a problem. Sociodrama involves a situation to which an acceptable solution must be devised by the actors or role-players. The situation utilized in sociodrama is usually a comparatively simple verbal model which may or may not depict an actual situation.

Simulation is the most complex of the three terms. It involves the use of role-playing by the actors during the operation of a comparatively complex symbolic model of an actual or of a hypothetical social process. Except in the simplest models, simulation usually includes gaming. Simulations may be all-man, man-computer, or all-computer operations. The references in this paper are almost entirely concerned with all-man simulations.

Model is a term utilized to designate a set of interrelated factors or variables which together comprise elements which are symbolic of a social system. The variables utilized are limited to those which are necessary to ensure that the model will function in essentially the same manner as the actual or the hypothetical system would function, i.e., that the model will possess a degree of likeness to reality, or isomorphism. Symbolic models may be either verbal or mathematical. The materials referred to in this paper are concerned almost entirely with verbal models.

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[8]Shaftel, *op. cit.*, p. 9.

Social Process is a term denoting a method involving a number of steps or operations by which the members of a society establish goals and seek to achieve them. The goals may be well-defined or comparatively obscure. The members of the society seek satisfaction of their desires by employing competition, cooperation, and conflict. The application of this method to the resolution of issues involved in the area of human activity generally labelled "political" is designated a *political process.*

System refers to a portion of a total society in the same manner that "circulatory system" is used to label a *portion* of the total human body, or of a frog, etc. The term refers to a set of interrelated parts or elements, each of which affects each of the others and is affected by each.

Gaming refers to the application to simulation of situations demanding the development and choice of strategies, or decision-making, and some type of payoffs – rewards or deprivations dictated either by chance or by the choice of strategies. The decisions and the rewards are subject to the strictures of rules known to all players.

III. CLASSROOM USE OF THE TECHNIQUES

Many teachers are hesitant to attempt to employ role-playing, sociodrama or simulation as they appear at first glance to be intricate and to pose numerous problems for the teacher who is not experienced in their use. There is no need, however, to be fearful. The techniques can easily be employed by any teacher who is reasonably well-prepared in the substance of the discipline he seeks to teach.

Role-playing is the simplest of these techniques to employ. It requires less preparation by the teacher for the particular role-playing situation than either of the other two techniques, and demands less instruction of the participants. Role-playing and sociodrama are techniques which probably are most useful in the elementary and intermediate grades.

Role-playing is an activity with which all children are familiar. It is customary for them to "play like" adults whom they desire to emulate. Little instruction is required to enable pupils to comprehend the essential elements of the situation to be portrayed. The teacher should tell a short story, possibly without an ending, as a means of preparing the pupils for the roles they will play. The pupils then enact roles which depict their concept of a satisfactory ending for the story, or perhaps demonstrate what they consider to be appropriate behavior in the story situation.

It is usually desirable prior to a role-playing session to have the pupils undergo a short "warmup" period to accustom them to a situation in which other persons will observe them. The warmup period assists the pupils to overcome some of the reticence they may feel in portraying their interpretative roles of other persons.

Role-playing is especially suitable for the lower elementary grades. The requirements for each participant are limited essentially to a reproduction of the actions which he believes another person would employ in a situation described by the teacher. The purpose of the role-playing activity is to encourage the participants to understand the attitudes, feelings, or situation of the person whose respective role they are playing. Through such activity it is hoped that both the participants and the observers will achieve a greater depth of understanding about other people, as well as about themselves.

The teacher should never express approval or disapproval of the role-enactment the pupils devise. To do so leads the children to enact roles in a manner calculated to please the teacher rather than to achieve understanding of the role. The same situation may be repeated several times as a vehicle to permit several sets of child-actors to develop understanding.

Sociodrama is a slightly more complex technique, but one which is certainly not beyond the capabilities of the average teacher. Sociodrama is utilized to enable pupils to seek, and hopefully to achieve, a suitable solution to a problem situation presented by the teacher in a manner similar to the development of a situation for role-playing. It employs role-playing, but the actors play their roles in order not only to achieve understanding, but also to develop a solution to a problem.

The use of sociodrama requires that the teacher prepare a suitable statement of a situation and of the problem or issue which is a part of the situation. The issue must be presented to the pupils in a manner which permits the participants to dramatize the situation and to envisage the role of the persons whose parts are portrayed in the sociodrama.

After a suitable warmup period, the pupils are permitted to proceed with the sociodrama in an effort to achieve both a solution to the issue and an understanding of the roles of the individuals involved in the situation. It is apparent that sociodrama is more highly structured than role-playing alone, and that a slightly greater demand is placed upon the teacher to prepare the initial description of the situation. The situation must be realistic and must be based upon information which is within the pupils' area of knowledge.

At times the teacher may desire to present to the students a situation in advance of the time the sociodrama is to be enacted. This may be desirable in order to provide adequate time for the students to research the background of the various roles to be portrayed, as well as to acquire detailed factual data concerning the situation. The prior presentation of the situation is particularly useful if the situation is a replication of an historical event or of a current situation. This method possesses the advantage that it enables the students to acquire background information concerning the characters in the situation and to interpret their roles more nearly in accordance with their historic or actual setting.

Simulation is a word that is frequently used to describe two types of activity. It is sometimes used to refer to any activity which repro-

duces the actions of a situation whether those actions represent real life situations or are drawn from theory or imagination. In this sense, simulation would include both role-playing and sociodrama. In this paper, however, the term "simulation" is reserved for a particular technique in order to give the term a more precise meaning.

As it is used in this paper, simulation refers to an artificial situation which reproduces in essential details either a model of an actual situation or a model which depicts a hypothetical situation. It utilizes a prepared initial situation which provides some direction for the participants as they develop the unfolding process.

The conduct of the simulation is characterized by a structure of rules which limit or prescribe the actions of the players. There is usually incorporated into the simulation a game of some type in order to introduce the elements of competition, coperation, and conflict, as these elements are usually present in real life. The utilization of a game enables the teacher to determine a winner and a loser, or sequential rankings for the various players.

Simulation incorporates both role-playing and sociodrama and usually adds a third element – a game. The participants enact the roles of persons other than themselves. They may play the parts of government officials conducting international relations, or they may act the roles of members of the United States Congress. They engage in sociodrama to the extent that the situation utilized in the simulation should be designed by the teacher to solve a problem possessing an objective which is clearly recognized by the students. This objective should concern the solution of a problem which is of the type customarily confronted by the simulated social or political organization (national government, state government, etc.) and for which the organization would be required to design a solution acceptable to an overwhelming majority of the members of the society represented. The game is the element which determines the winner or winners and the loser. (This is an element frequently not desirable in role-playing or in sociodrama.)

The three related techniques assist the teacher in providing excellent opportunities for each pupil to develop the intellectual skills of comprehension, application, analysis, synthesis, and in some instances, evaluation.[9] In particular, simulation encourages students to seek information in reference to a specific situation represented in the simulated environment. It is not unusual for a student to conduct voluntary individual research to develop his understanding of a situation which demands a solution. In the process of attempting to further his understanding it is frequently incumbent upon the student that he apply, analyze, and/or synthesize the acquired information with that previously held by him and with information, data, and assertions provided by other participants in the simulation.

Simulation is most easily employed with students in the junior high school and the senior high school years, although it is also frequently

[9]See Benjamin S. Bloom, (ed.), *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain* (New York: David McKay Company, Incorporated, 1956.)

used effectively in undergraduate and graduate instruction and research. Obviously, a simulation model designed for use in the intermediate grades should not be as complex as one intended primarily for use in the higher grades. If mathematical computations are required, they should be relatively simple.

Computations are frequently required in simulations in order to calculate population growth, economic activity, or other measurements as a part of the game element of the simulation. Computations are required of the players in order for the controller (usually the teacher) to determine the progress of the play and to determine winners and losers. When computations are required, the teacher should prepare printed forms with detailed instructions concerning the information to be entered and how the computations should be performed. If the computations are too complicated they can become so burdensome that they interfere with the play of the simulation.

Simulation demands a great expenditure of energy by both teacher and students. The teacher is required to maintain a continuing acquaintance with the activities of the various players, and to be able to draw lessons from these activities which should later be called to the attention of the class. Students who engage fully in the simulation usually will devote much time to preparation for the simulation sessions. Such concentrated activity can become burdensome and many lessons which should be drawn from the simulation may be overlooked.

In addition to the lessons which the teacher can point out, simulation provides another excellent means for students to learn. Reading directions and then actually performing an act frequently demonstrate that the student did not actually understand what he read. For example, a student frequently can recite the duties of the chairman of a legislative committee or of the Speaker of the House of Representatives, based solely upon his reading of written descriptions of the duties of these officials. The attempted performance by the student, however, of the duties these officials are expected to perform frequently indicates the student's knowledge was less than complete. Requiring students actually to perform the duties of the roles assigned emphasizes their lack of knowledge, the necessity for additional study, and concurrently assists them to develop useful skills. It is excellent social training for a student to learn to perform the functions of a committee chairman or other social roles.

It is suggested that simulation be employed not more frequently than three times each week in a class which meets daily, and a frequency of twice a week is probably more desirable The alternation of simulation periods permits the teacher and the students to utilize the other class periods for lectures, discussions, critiques and other preparation for the acquisition of knowledge and skills which may be employed in subsequent simulation periods. Also, importantly, it allows time to relate the experience of the simulation to the known theory of the simulated situation and to analyze the comparisons and the contrasts and to draw conclusions therefrom. Drawing attention to the lessons to be learned poses one of the greatest demands upon both teacher and students, and provides outstanding opportunities for learning.

The lessons to be learned must be pointed out by the teacher. The students are deeply engaged in the conduct of the simulation during the simulation periods. They are unable to observe the overall course of activities, or to draw lessons from their limited observations. Aside from the development of some social skills, simulation is of little benefit to the student if the teacher does not highlight the lessons to be learned.

It is an essential part of the simulation technique that the teacher use periods subsequent to each simulation period as a time in which to compare the simulation activities with the appropriate theory, and to indicate to the students how and when actions violated theory or failed to indicate good judgment or the application of all known information to the solution of the problem, and conversely, the teacher should carefully call attention of the students to those instances in which events were in accord with theory or in which good judgment was applied.

The criticism visualized here is not that which the teacher was cautioned to avoid in the use of role-playing. This criticism is not approval or disapproval of the solution based on the teacher's personal values. The criticism is based on a comparison of the actions of the players with the accepted theory of the particular social process being portrayed. The teacher must still avoid indicating that a solution is or is not in accordance with his personal preference for the same reasons that such approval or disapproval should not be indicated in role-playing.

The use of a critique following each simulation period requires that the teacher possess adequate preparation in the substantive area represented by the simulation. For example, if the simulation reproduces the conduct of relations among nations, the students of a teacher with no preparation in international relations and foreign policy would experience great difficulty in extracting from the simulation any rewarding insights into the theory of international relations and the formation of foreign policy decisions by governmental officials.

IV. THE DEVELOPMENT OF SIMULATION MODELS

To the beginner, the construction of a simulation model appears to be a task of imposing complexity and doubtful success. The results of an attempt to construct a model, however, are well worth the effort. It is almost impossible for a teacher to perform the research required for the construction of a model and to fail to acquire greater depth of understanding of the process chosen for simulation.

Although some simulation models are available commercially, there is considerable value derived by the teacher if a model is constructed for the specific uses envisaged in the teacher's unit plan. The teacher can prepare a model which meets the particular needs of the specific class. Because of the research performed in preparation, the teacher will gain increased understanding of the particular social process or historical situation which is chosen for simulation. A teacher may begin with relatively simple simulation models and progress to more complex models as he gains competence and confidence.

The initial step in the construction of a simulation model is the selection of the social process which is to be reproduced. The teacher must have specific objectives in mind, and the process to be duplicated must illustrate those objectives if the maximum value is to be obtained from the simulation. The objectives may be, for example, to demonstrate the importance of leadership and compromise in the operation of a democratic political system.

An historical or a current situation may be selected which provides an excellent example of leadership and compromise in operation. For example, the events which culminated in the Constitutional Convention and the Convention itself are excellent instances for the demonstration of both qualities. Or a hypothetical situation may be designed which will provide the necessary setting.

The replication of current or of historical situations and of hypothetical situations possess their respective advantages. A replication of a current or of an historical situation may be used to demonstrate pressures or other causes for the historical process or the current process. It may also be used to permit the students to determine if they would have reacted in the way that real actors reacted in the actual situation. The latter use enables the students to develop insights into the factors which affect decision-making and enables them to understand some of the problems involved in the process of arriving at political decisions.

Hypothetical situations may be developed which are designed to illustrate particular elements of theory or to develop specific skills which the students should possess. A hypothetical situation may also be created to reproduce in microcosm the essential elements of an actual situation and yet the situation depicted may not be entirely in accord with actuality. This type of situation not only enables a teacher to demonstrate particular processes, skills, and pressures which are present in a social process, but to present them in a manner which removes the student from the emotional attachment he might possess if the actual situation were replicated. For example, in developing a simulation of international relations it would be quite difficult to have a simulated Russia populated by American students and to have the decision-makers of the Russian nation react in the way that Russians would normally react. This is a practical unlikelihood because of the emotional involvement which Americans customarily possess in reference to understanding Russian policies and objectives.

When emotional reactions might prove undesirable in a situation, for example in a situation involving international relations, it is usually desirable to create a hypothetical situation which would possess the essential characteristics of the actual situation. For example, in a situation involving the United States and the USSR the two could be designated by fictitious names in order that the pupils could not readily identify the countries which were replicated.

After the selection of the process which is to be portrayed and the determination whether the situation is to be hypothetical or a replication of actuality, the next step is for the teacher to research the situation in depth and to develop an understanding of the essential elements of the

process which is to be replicated in the simulation. For example, in a simulation depicting how American foreign policy is developed, the model would probably include elements representing the role of the President and his principal foreign policy advisors, the Congress (the Senate in its role of giving advice and consent as well as the possibility that the House of Representatives might be included as it participates in providing the necessary financial support for foreign policy), plus the competing pressures registered by various pressure groups and news media. Some method might be employed to insert into the simulation the pressures which are generated as a result of the relationships which the United States maintains with other nations and the likely conflict of objectives among nations.

Care should be exercised to insure that only the essential elements of the situation are built into the model. If extraneous elements are utilized they may obscure the process sufficiently that the student will not be able to recognize the actions which are taking place and the reason for those actions. The inclusion of unnecessary elements also makes the construction of the model a more complicated process.

One of the difficult problems to overcome in the design of a simulation model is to develop some means by which the relationships of the various elements of the simulation may be made realistic. It is impossible, for example, to quantify the power which is possessed by the President and the Congress in their relationships. Usually we merely refer to a comparison of the power which each possesses and say that "the President is more powerful than Congress" or a similar expression of a relationship.

In a simulation, however, it is more useful to have some way by which the players may measure with some precision the amount of power which each actor possesses. This is desirable because the students do not possess adequate information concerning the relative power of the elements in the simulation model and they are able to operate more effectively if some means is provided for gauging the relative power of the respective elements. Each element of the model may have units which correspond to power. Such units may be designated as units of Persuasive Capabilities, Basic Capabilities, Military Capabilities, etc.

The devices used in the construction of the model to give an impression of the relative power of the various elements are limited only by the imagination of the teacher. The units provide a basis not only for developing in the students an understanding of the comparative strengths of the elements (or the various players) but also provide a basis for the development of the game situation to be incorporated into the model.

The game is one of the most difficult elements which the teacher will encounter in the design of the simulation model. The application of a little ingenuity, however, will indicate numerous game possibilities. Games may be constructed with the use of specially designed playing cards or with the use of tokens such as paper slips representing money or elements of power, or poker chips may be used.

Numerous commercial games are available which will provide the teacher with ideas which may be adapted to the simulation under design. For example, the game Monopoly is a simple reproduction of an actual social process, and utilizes tokens, cards, and dice in the development of the play. Another game, Risk, is a greatly simplified version of international relations in which each country attempts to become sufficiently powerful that it may rule the world. A familiarity with games such as these will be of great assistance to the teacher in the development of a simulation model which portrays accurately the social or political process which it is desired to simulate.

A useful method by which to begin a design of the model is to write a description of the social or the political process which it is desired to replicate. The description should contain all of the detail which it is desired to include in the final written model. Of course, the first draft will be unsatisfactory and it will be necessary to add and to delete many items which were or were not in the first draft of the model. After the descriptive model is completed it may be expanded to include directions for players and any necesary rules for the conduct of the game included in the simulation.

One convenient way to proceed with the design of the model and to begin the incorporation of the game elements is to read simulation models which have been developed by other persons.[10] Many of the models referred to in the bibliography of this pamphlet will prove very useful to the teacher designing his own model. It is emphasized that straight copying constitutes plagiarism whether or not the model has been copyrighted. Therefore, each model designed should be the work of the individual doing the design, but there is no harm in obtaining ideas for refinement of the model by reading models which have been designed by other people.

It is necessary to be on constant guard to avoid making the simulation model either too simple for the students for whom it is intended or much too complex. If the model is too simple, the students will not find the simulation challenging and it will be a boring experience. If on the other hand the model is too complex, it may not generate interest in the play of the game and the students may well become so involved in the mechanics of the simulation that they are unable to spend adequate time in the conduct of the simulation for the objectives which the teacher originally designed the model.

After the first draft of the model has been completed, it is useful to have another teacher or other person read the simulation and determine whether it is easily understood and if the procedures outlined in the model are realistic according to the known theory. The person chosen to assist should possess an adequate background of the substantive knowledge of the process which is being replicated. It should not be

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[10]For one example, Cleo Cherryholmes and Harold Guetzkow have developed an Inter-Nation Simulation kit, published by Science Research Associates, Inc., which is useful at the high school level. For another, the author has developed (and is currently revising and expanding) a simulation of American national government. The latter has been used at the high school level and erperimentally in the seventh and eighth grades.

an occasion for deep depression if the individual reads the design, states that a number of points require clarification or violate the known theory. No model is adequate or accurate on its first draft. A satisfactory model is achieved only after repeated rewritings and only after it has been tested in the classroom.

After the initial design has been rewritten the model should then be prepared for presentation to the class. It should not be considered to be completed at this point, however. Only after several classes have used the model may the teacher find those portions which need to be redesigned. In fact, it is unlikely that a model is ever completely satisfactory.

It is worthwhile reiterating a point concerning the complexity of the simulation model. Not only should the model be of sufficient simplicity that the students can operate it satisfactorily, but for the benefit of the teacher the initial model to be constructed must be relatively simple. An attempt to construct a complex model on the first effort is more than likely to result in despair and frustration.

A method which may be used is first to construct a relatively simple model; for example, a model of the operation of the United States Congress. After gaining experience in this attempt, an elaboration of the first model may be constructed. This might constitute another subsystem of the process replicated in the first model. For example, the second model might introduce the operations of the committee system of the Congress. A third model might then be constructed which would provide a working model depicting the relationships between the Congress and the President. Additional modules could be constructed which would depict the operation of political party nominating conventions, national elections, and selection of the presidential cabinet. These modular models would thus provide a series of simulations around a central theme.

V. THE DEVELOPMENT OF SOCIODRAMA SITUATIONS

In some situations a teacher may find that it is of more value to employ a less rigidly structured situation than is usually presented in a simulation model. In such instances the teacher may well find that the use of role-playing is of considerable value in presenting opportunities to the student to acquire understanding of decision-making processes, and of pressures which underlie decisions.

At the secondary level, the role-playing or sociodrama situation can be considerably more complex than that which is employed in the elementary grades. The employment of sociodrama and the situations in which it is useful are limited only by the imagination of the teacher.

For example, during the study of almost any social process there are appropriate times for the employment of either sociodrama or of simulation. The use of sociodrama enables the teacher to enliven the instruction and to require the students to become more personally involved in the learning process.

Sociodrama has an advantage over simulation in that it can be used for relatively short periods of time, and it does not require the extensive preparation which is needed to introduce a class to the use of simulation. When simulation is introduced to a class it is necessary to instruct the students in the rules of the game itself, i.e., the manner in which the simulation is operated. In introducing sociodrama, however, there is only a requirement for an introduction of the situation and the students may then proceed to enact roles which are relatively familiar to them based upon their study and experience.

One of the major advantages of sociodrama is that it provides a teacher a relatively simple method to enliven the teaching of the social studies. It permits a departure from the more traditional lecture-discussion method and there is a strong tendency for the student to feel a demand for additional self-preparation if he is aware that he is likely to be called upon to participate in a sociodrama.

It is not necessary for the teacher to announce that a sociodrama is to be conducted in the future. However, if short sociodramas are used occasionally, students are more likely to be prepared to participate in the enactments and therefore they are more likely to draw additional understanding from the sociodrama situations.

The fact that sociodrama is a less complicated technique than simulation enables the teacher to employ a less highly structured situation than would be necessary in simulation. This fact does not, however, permit the teacher to be less knowledgeable concerning the process which is replicated in the sociodrama. The advantage from the point of view of the teacher lies in the simplicity of the situation which he must prepare in order for his students to enact the roles they are to portray.

To employ sociodrama a teacher should begin at the time of planning the unit to locate those elements of the unit which will lend themselves to the employment of sociodrama. After this has been done, the teacher should then perform sufficient research to ensure adequate understanding of the environment, the social processes, and the pressures which operated in the situation which is to be depicted.

After completion of the research, the teacher should then develop a verbal model (a detailed description of the process which the students are to play in the sociodrama). The model is similar to that develped for a simulation model except that it is usually less complex, and does not contain a game element.

Frequently, there is no requirement for a formal preparation and written statement of the situation. The teacher may retain the research notes in the unit plan file and simply present orally to the class the situation which is the background for the sociodrama. The situations may be very simple and present a minimum of information, thus forcing the student to draw upon his own reading or background information and his problem-solving ability to develop a satisfactory solution to the situation posed in the sociodrama or the situation may require the student to perform research in order to acquire adequate background for operating in the sociodrama.

If no time is provided for preliminary research, it is desirable to present the situation to the entire class prior to the announcement of the names of the students selected to play the various roles in the sociodrama. This tends to center the attention of the entire class upon the preparation of the situation. After the situation has been announced, the name of the students to play the various role are then announced and they are given a few moments in which to prepare for the enactment of their roles.

Students should be made aware that adults and the young both enact roles in the normal conduct of their daily lives. Each individual plays several roles, depending upon the functions which he fulfills. All roles, of course, are not played simultaneously. The various roles are portrayed as the individual seeks to accomplish the various functions he is expected to perform (or which the individual expects himself to perform.)

A man may perform the role of a father, a husband, a son, a brother, a father-in-law, a member of one or several civic, service, religious, or fraternal organizations, and that of a professional man, wage earner, or other economic role. All of these roles (and others) may be played more or less concurrently over a period of time. For example, it is conceivable that during one day a man might perform the functions expected of a father, a husband, a member of one or more organizations, as well as those functions which would normally be expected of him in the performance of his job or his profession.

Each individual will perform the functions of the various roles in response to several pressures. Although the terminology has not yet been standardized, there is general agreement that the behavior in each role is the result of responding to the role-player's own ideas of what is appropriate (role cognition), to other people's ideas of what the role-player will do (expectations), and to other people's ideas of what the role-player *should* do (norms.)[11]

An understanding of roles and the manner in which people determine what their actions will be in each role, will assist students to understand better how they should prepare for their participation in the role they are to enact in the role-playing, sociodrama, or simulation situation.

By assuming the roles of others, students acquire a better understanding of events in history, methods of government, conduct of international relations, and problems in social relations than is the case when more conventional methods of instruction are used. This technique, when used as a supplementary teaching method, enables students to handle controversial issues in a realistic fashion, encourages critical thinking, releases imagination, and is conducive to attitude change.[12]

Sociodrama situations usually, of course, reproduce situations in which conflict occurs. It is often advantageous to select for the roles

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[11]Michael Banton, *Roles: An Introduction to the Study of Social Relations* (New York: Basic Books, Inc., 1965), pp. 28-29.

[12]Leonard S. Kenworthy, "Furthering Learning Through Role-Playing and Sociodrama," *Guide to Social Studies Teaching* (Belmont, California: Wadsworth Publishing Company, 1962), p. 119.

to be played in the sociodrama those students who hold attitudes which are contrary to the positions of the characters whose roles they will portray. Students will usually make an honest attempt to reproduce the attitudes of persons whose roles they enact. Even though the attitudes of those persons are contradictory to the personal attitudes of the student, playing the "devil's advocate" is frequently beneficial and enables the student to obtain a deeper understanding of pressures which cause a real-life actor to play a role which is not consistent with the attitudes or desires of the student. Even though the student may not be convinced of the adequacy of the position which he portrays he will usually develop a greater awareness and appreciation of the differences between his position and one which differs.

VI. CONCEPTS AND OBJECTIVES

Prior to the development of a situation for use with any one of the techniques discussed here, it is essential that the teacher determine what objectives and concepts are to be selected as goals. As used here, objectives and concepts have entirely different meanings.

The term objectives is intended to designate the ways in which students are expected to change their thinking, their feelings, and their actions.[13] Concept as used here refers to a framework of understanding into which are fitted facts, relationships, and processes in their appropriate relationship with the other elements of the concept. The term connotes that among the elements of the concept there exists an interrelationship that approaches the meaning of "law," but the relationships are not sufficiently precise, constant, nor measurable to qualify as a law.

Concept infers a depth of comprehension which surpasses the mere accumulation of facts and the ordering of those facts into a classification. The term here assumes that one acquires a concept when he is capable of comprehending the subtle interrelationships of the elements constituting the concept, and is capable of applying the concept to the solution or the comprehension of other appropriate arrangements of similar elements.[14]

The objectives and concepts which are the goals of the simulated situation must be clearly visualized during the construction of the situation. The use of role-playing, sociodrama, or simulation without careful attention to the objectives to be achieved and the concepts to be comprehended, is a waste of time. The techniques should not be employed for their entertainment value.

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[13]Benjamin S. Bloom, (ed.), *Taxonomy of Educational Objectives, Handbook I,* p. 26.

[14]It is recognized that the term "concept" is given many different meanings. Kaplan, in *The Conduct of Inquiry* (San Francisco: Chandler Publishing Company, 1964), discusses various meanings and implications of the term in Chapter II. Although Bloom does not appear to define the term, he employs it apparently as a synonym for "generalization," see *Taxonomy of Educational Objectives, Handbook I,* p. 122.

The objectives of the unit should be established precisely. The objectives may be taken from the listing of intellectual abilities and skills as classified in Bloom's *Taxonomy of Educational Objectives.* No matter what objectives are selected, they should be stated in the unit plan and the simulation activity should be designed to assist the teacher in ensuring the accomplishment of those objectives by the students. The following might be objectives in a sociodrama or a simulation situation:

1. To develop the ability to work effectively in committee.
2. To enhance the knowledge of and develop facility in the use of parliamentary procedure.
3. To develop understanding among the students that those who hold differing attitudes are not necessarily disloyal to the political system.
4. To develop the ability of the student to analyze the arguments presented by those holding differing attitudes, to recognize the weaknesses of those arguments, and to revise his own argument in order to counter the argument of his opponent.

The concepts which would be included in the unit would be those which could be developed from the subject matter of the unit. For example, in the objectives outlined above it is apparent that the unit involves some type of committee activity, probably involving political issues. Concepts which might be used in conjunction with those objectives might be the following:

1. A political system performs no function until demands are placed upon the system by its citizens or subjects.
2. It is customary to find competing desires in a political system. Conflict is a natural outgrowth of competing desires.
3. Dissent is one manner in which conflict becomes apparent. A A person can dissent without being treasonous, provided he consents to conduct his dissent within the established forms which the political system has provided for seeking to accomplish change, e.g., by elections, operation of pressure groups, and court decisions.

If the objectives and the concepts are carefully selected and precisely stated; if the process to be replicated is sufficiently simple for a first attempt; if the research is performed carefully (and arduously); and if the descriptive verbal model is written with care, rewritten with understanding, and rerewritten (with exasperation) any teacher with a reasonably adequate preparation in the substance of his discipline should produce a simulated situation which his students will find interesting and valuable. In addition, the teacher will find a greater understanding of the social process he has chosen for replication, and a sense of satisfaction for having provided to his students a challenging learning experience.

An Annotated Bibliography of Simulation, Role-Playing, and Sociodrama in the Social Studies

by

Sancha K. Garvey**

The bibliography contains materials about simulation and the related subjects of sociodrama, role-playing, and gaming in forms that should be useful not only to students who are learning to be teachers of the social studies but also to teachers who are already in classrooms. Since this is a selected list, it does not purport to include everything of value available on the subjects covered but is sufficiently complete to give the student a good foundation. The annotations are not meant to be complete reviews but only guides to help one using the bibliography find information that best suits his needs. In making selections, an attempt was made to include materials for both the beginning and the advanced student.

The entries were selected with three purposes in mind: (1) to give the teacher background information about the theory of simulation and the related techniques, (2) to present concrete examples and instructions concerning its uses, and (3) to provide sources of materials which will enable him to analyze a political process and to construct a verbal model.

The bibliography is divided into sections corresponding to the purposes outlined and arranged alphabetically by author with periodical articles, books, and other entries together. The first section, headed "Theory," contains materials which provide a general background concerning the learning situations in which either simulation or role-playing is likely to be useful, and the rationale for their use. The second section, "Application," describes experiences and the results of experiments with role-playing and simulation as a learning technique. The last section, "Analysis and Model Building," is confined to a few suggestions which will assist the teacher to conceive of a "political system," to analyze that system and to construct a verbal model in preparation for staging his own simulation.

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An outstanding sociodramatist presents her theories with practical illustrations.

Kaminsky, Albert. "You Are There in the Social Studies Classroom," *High Points,* XXXVI (May, 1954), 43-45.

A modified form of sociodrama used in a history classroom. Based on the all-night session of the French National Assembly on August 4, 1789.

Kaplan, Alice J. and Martin S. Gordon. "A Critique of War or Peace: a Simulation Game," *Social Education,* XXXI (May, 1967), 383-385.

Discussion of John D. Gearon's War or Peace game (see *Social Education,* XXX (November, 1966), 521-522) pointing out fallacies in its structure and putting emphasis on presenting complex processes in a meaningful way.

Kaplan, George. "Informal Dramatization in Social Studies Lessons," *High Points,* XXXVI (April, 1954), 72-74.

Author cites examples used in his classroom for dramatization and points out necessary steps in teaching procedure.

Kenworthy, Leonard S. *Guide to Social Studies Teaching.* Belmont, California: Wadsworth Publishing Company, 1962.

See pp. 118-120 for a very specific explanation of role-playing and sociodrama theory, examples of how it can be used in various social studies classes, and a list of its advantages.

Kinley, Holly J. "Development of Strategies in a Simulation of Internal Revolutionary Conflict," *American Behavioral Scientist,* X (November, 1966), 5-9.

Discussion of strategies of revolutionary conflict in a simulation model when the number of possible gains on each side is not fixed.

Lansky, Leonard M. and Howard A. Stafford. "Manufacturing Unit of the High School Project," *Journal of Geography,* LXVI (April, 1967), 175-179.

Explanation of the development of the manufacturing unit of the High School Geography Project by a psychologist and a geographer in an attempt "to arouse students' enthusiasm about geography as a scientific subject and impart scientific attitudes of respect for objective evidence, tentativeness in drawing conclusions and accepting theories, and skepticism about one's pet developments and ideas." Unit explained and evaluated.

McCalib, Paul T. "You Can Teach Decision-Making," *Minnesota Journal of Education,* XLVI (December, 1965), 16-17.

A discussion of role-playing and its importance in teaching decision-making at any level.

McKenney, James L. and William R. Dill. Influences on Learning in Simulation Games," *American Behavioral Scientist,* X (October, 1966), 28-32.

A study using the Harvard Management Game as a basis for judging how much influence variations and ability in administrative technique can affect the performance and attitudes of students participating in simulation games.

Nichols, Hildred and Lois Williams. *Learning About Role-Playing for Children and Teachers.* Association for Childhood Education International, Bulletin 66. Washington: Association for Childhood Education International, 1960.

A lucid and highly useful guide for the primary teacher who is interested in role-playing theory, application, and teaching techniques. Describes year's work with the method giving examples and explicit explanations of their use plus an evaluation at the end of the year.

Robinson, James A. and others. "Teaching with Inter-Nation Simulation and Case Studies," *The American Political Science Review,* LX (March, 1966), 53-65.

A report of an experiment in which the interest and the involvement of students participating in a simulation exercise and in the use of case studies were compared.

Schild, E. O. "The Shaping of Strategies," *American Behavioral Scientist,* X (November, 1966), 1-4.

A study using the Parent-Child game to show that behavior is shaped by the reinforcement contingencies of the game, and an inquiry into the implications.

Scott, Andrew M., William A. Lucas, and Trudi M. Lucas. *Simulation and National Development.* New York: John Wiley and Sons, 1966.

An excellent description of the situation and models for four simulations. Well-written and easily understood.

Shaftel, Fannie R. "Learning to Feel with Others," *Childhood Education,* XXVII (December, 1950), 161-165.

Although this article deals with sociodrama as used in an elementary school to solve personal problems, it is helpful in showing how understanding of the other point of view can be reached even in a first-grader's mind through role-playing. Examples are given.

Shaftel, Fannie R. and George Shaftel. *Role-Playing for Social Values.* Englewood Cliffs, N. J.: Prentice-Hall, 1967.

An excellent volume concerned with role-playing in a simulated situation as a means of teaching such social science-related concepts as ethical behavior, group responsibility, citizenship, and individual integrity. Contains lucid explanations of theory, methods, and goals and has a large section of story situations that could be used in the classrooms of children through young adolescents. Very useful.

Shaftel, George and Fannie R. Shaftel. *Role-Playing the Problem Story.* National Conference of Christians and Jews, 1952.

An aid to the classroom teacher in teaching human relations. Explains technique of role-playing and its value as an educational experience. Gives concrete examples.

Shellhamer, Lois B. "Solving Personal Problems through Sociodrama," *English Journal,* XXXVIII (November, 1949), 503-505.

Presents theory that insight into the feelings of others brought about by problem solving with sociodrama may help students change their attitudes. Discusses actual seventh-grade situation.

Sobel, Morton J. "Sociodrama in the Classroom," *Social Education,* XVI (April, 1952), 166-168.

Simple explanation of sociodrama, its development from Moreno's version, its potential for improving intercultural and intergroup understanding, and suggested basic steps for its use in the classroom.

Sprague, Hall T. and R. Garry Shirts. "Exploring Classroom Uses of Simulation," La Jolla, California: Project SIMILE, Western Behavioral Sciences Institute, 1966. (Mimeographed.)

Report of experiments involving 2,500 students in seventeen California schools in which it was demonstrated that students found simulation a more attractive learning experience than more conventional techniques.

Stewart, Edward C. "Simulation of Cultural Differences," *The Journal of Communication,* XVI (December, 1966), 291-304.

Report of research by HumRRO Division No. 7 (Language and Area Training) Alexandria, Virginia, under Department of the Army Contract with George Washington University that explains the development of a simulation model of "cognitive cultural differences" to train American advisors overseas and points out why simulation was chosen as the best method for training. Much information here could be applied in a social science classroom.

White, Tom Murray. "Two Weeks in Congress: Action Research with Sociodrama in the Study of Civics," *Social Studies,* XLVII (February, 1956).

A step-by-step explanation of the study of Congressional consideration of statehood for Alaska and Hawaii and how sociodrama aided those in a classroom to understand how legislators who favor a bill get it through Congress.

Wing, Richard L. "Two Computer-Based Economics Games for Sixth Graders," *American Behavioral Scientist,* X (November, 1966), 31-34.

Report of an experiment using computers in a sixth-grade economics class in which the students played the game as individuals against the computers, enabling them to proceed with their learning at their own rate. Author points out feasibility and merit of such a system.

Wood, Mildred Weigley. "The Use of Role-Playing in Teaching Family Relationship," *Practical Home Economics,* XXX-XXXI (November, 1952), 12-13.

Although this deals only with role-playing in family relationship problems, it does point out methods of introducing the technique and the advantages derived from using it.

..... "Role-Playing: Effective in Family Relationship Units," *The Clearing House,* XXVI (April, 1952), 469-471.

General suggestions about conducting role-playing in a classroom.

Wynn, Richard. "Simulation: Terrible Reality in the Preparation of School Administrators," *Phi Delta Kappan*, XLVI (December, 1964), 170-173.

An excellent discussion of the capabilities, limitations, and techniques of simulation methods in teaching, using the "Jefferson Township School District" as an example. Useful to anyone interested in simulation.

Zeleny, Leslie D. and Richard E. Gross. "Dyadic Role-Playing of Controversial Issues," *Social Education*, XXIV (December, 1960), 354-358.

Discusses procedure for dyadic role-playing and mentions several occurences in history and various local, national, and international issues that can be studied in that manner.

..... *How to Use Sociodrama.* Washington, D. C.: National Council for the Social Studies, 1960.

One of the best guides in the field of sociodrama, a well-written, easily read pamphlet.

III. ANALYSIS AND MODEL BUILDING

Easton, David. *A Framework for Political Analysis.* New York: Prentice-Hall, 1965.

Provides a method for analyzing political processes from which models can be constructed. Very useful.

..... *A Systems Analysis of Political Life.* New York: John Wiley and Sons, 1965.

Excellent background for the understanding of the organization and operation of political systems; particularly useful in the development of verbal models.

Kaplan, Morton A. *System and Process in International Politics.* New York: John Wiley and Sons, 1957.

A scholarly analysis of international politics with emphasis on system and theory, which should be helpful to the advanced student in the development of models.

Scott, Andrew M., William A. Lucas, and Trudi M. Lucas. *Simulation and National Development.* New York: John Wiley and Sons, 1966.

Chapter 9 (pp. 159-177) contains an exceptionally useful discussion of the procedures and uses of simulation. Models described in remainder of book should be helpful to the beginner in model construction.

Snyder, Richard C., H. W. Bruck, and Burton Sapin (eds.). *Foreign Policy Decision Making.* Glencoe: The Free Press of Glencoe, 1962.

Explains process of decision-making pointing out variables and using Korean War as an example. Could be helpful in model-making.

Young, Roland. *Approaches to the Study of Politics.* Evanston, Illinois: Northwestern University Press, 1958.

Twenty-two scholarly essays exploring the nature of politics and methods by which it can be studied. See especially "Part Three: Analytic Systems," pp. 217-301, which contains an essay by Harold Guetzkow, "Small-group Models," pp. 265-281, with information most helpful to the model builder.